

Digital Literacy Program Management in Developing the Quality of Graduates

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ABSTRACT

Digital literacy is one of the basic literacy that has currently become a necessity in teaching and learning activities, education units must have a strategy to increase digital literacy competency to develop the quality of graduates who are globally competitive. This study aims to examine the digital literacy program at SMP Plus Ulil Albab Cirebon. This research uses a qualitative approach with case study methods and data sources including the Principal, Madrasah Committee, Teachers and Guardians of SMP Plus Ulil Albab Cirebon students. The research instrument is the researcher with data collection based on his methods, namely in depth interviews, observations, and documentation studies and data triangulation. The management of the digital literacy program at SMP Plus Ulil Albab Cirebon is carried out including planning, organizing, implementing and supervision. Planning begins with conducting a SWOT analysis of program needs, then forming the person in charge, program design, satisfaction and effectiveness instrument design, and budget plan. The organization of the digital literacy program is carried out including the determination and distribution of job descriptions of the person in charge, and program participants. The implementation of the digital literacy program is carried out in computer laboratory and outdoor spaces, according to the material provided. Supervision is carried out by the principal and school committee periodically once every semester. Based on the results of the study, it is concluded that the management of digital literacy programs in schools contributes to the development of the quality competencies of student graduates at SMP Plus Ulil Albab Cirebon, but there are still several things that need to be improved related to the digital literacy program, including the components of facilities and infrastructure as well as the improvement of human resources and the assessment of program achievement.

Keywords: management, digital literacy, quality graduates.

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INTRODUCTION

The rapid advancement of technology is inseparable from the growing and availability of the internet which is very easy to obtain through various ISPs (*Internet Service Providers*) which are internet service providers and the price is increasingly affordable for all groups. This reality is also supported by the results of a survey conducted by the Indonesian Internet Service Providers Association (APJII) from January 11 to February 24, 2022, that internet users as of early 2022 were 210,026,769 people out of a total population of 272,682,600 people in Indonesia¹.

Along with the proliferation of digital devices and access to information in digital format, this has both opportunities and challenges. The positive influence of the internet includes the speed of access to information and entertainment, the ease of connection and business transactions, and the equitable distribution of access to education². Some of the negative influences found on the internet are addiction, negative content, lack of relationships in the real world and can result in mis-association. The increasing number of entertainment and games that are easily accessible, make children and youth more comfortable in the virtual world compared to interacting with the real world. Children do not yet have a strong filter to distinguish between good and bad content, so they are easily influenced, if children's mindset has led to negative things, it is not in accordance with the mindset of children of their age, it will have an impact on unstable emotional cycles, all of which can result in crimes. Being too comfortable in the virtual world results in their behavior being reduced in the real world, young people are more comfortable communicating and doing activities in the real world than communicating through face-to-face. It all has an impact on poor personality patterns, such as lack of confidence and lack of communication skills. In the digital world we will have a lot of contact with people we don't know, especially on social media, we don't even know the age and social background of the person we meet in the digital world³.

Quoted from the Kompas.com news daily, the Ministry of Communication and Information Technology (Kemenkominfo) has cut off access to more than 2.6 million negative content on the internet. The termination of access was carried out in the period of August 2018 to September 21, 2021. As of September 21, 2021, Kominfo has terminated access to 2,624,750 negative content. In addition to pornography, there are several content that have been cut off from access related to gambling (413,954 contents), fraud (14,609 contents), intellectual property rights (7,380 contents), negative content recommended by sector agencies (3,960 contents), terrorism and radicalism (505 contents). Then, information security violations (321 contents), SARA (188 contents), trade in products with special regulations (128 contents), separatism or harmful organizations (14 contents), defamation (12 contents), and violence (10 contents)⁴.

Various opportunities and benefits are presented by the digital world for the public and

¹ D R H Masduki Duryat and Tajudin Arifin, *Manajemen Program Literasi Digital di Sekolah/Madrasah: Mendongkrak Mutu Lulusan dalam Berselancar di Era Global* (Penerbit K-Media, 2023), p. 10.

² Imam Fitri Rahmadi and Eti Hayati, 'Literasi Digital, Massive Open Online Courses, dan Kecakapan Belajar Abad 21 Mahasiswa Generasi Milenial', *Jurnal Studi Komunikasi dan Media*, 24.1 (2020), 91–104.

³ Andi Irawan, 'Aktivitas Anak-Anak dan Pemuda dalam Penggunaan Internet', *Cyber Security dan Forensik Digital*, 1.2 (2018), 50–56.

⁴ Ardito Ramadhan, 'Kemenkominfo Putus Akses Terhadap 2, 6 Juta Konten Negatif, Terbanyak Pornografi', *Diedit oleh Kristian Erdianto. Kompas. Com. Last Modified*, 2021.

society as a whole. The most perceived advantage is the birth of an individual who is rich in knowledge and insight, and makes an individual with the term *digital native*, namely a generation who lives in the digital era where the internet is part of their daily lives. However, the digital world also contributes to giving birth to new disasters such as the number of individuals who are entangled in legal cases for creating *hoaxes* or hate speech on social media. There must be an anticipatory and holistic movement, not only relying on the government's efforts through the ITE Law but also the provision of 21st-century skills that today is echoed almost all over the world ⁵.

The development of technology and information has forced our generation to step into the world of digital literacy. Digital literacy is a familiar thing, both in the academic and non-academic fields. One of the striking features related to the implementation of digital literacy is the switch from physical reading materials to digital formats. The principle of digital literacy is to pamper readers in getting information whenever and wherever needed, in this case using devices connected through an internet connection.

Literacy itself means the ability to use language and images in reading, writing, listening, and processing information about social conditions. As for digital, it is all forms of words, images, videos and all applications that exist and are explained in computers. Thus, what is meant by digital literacy is the ability to read, write and use digital media which can be in the form of computers or *mobile phones* ⁶.

Stokes put forward four meanings of the term literacy. First, literacy is a person's ability to read and write. These two basic skills are prerequisites for entering the world of social interaction. Second, the ability of individuals to interact in complex societies through reading, writing and computing activities to a certain degree. Third, literacy refers to a higher set of abilities that allow a person to participate fully in the social, economic, and political system. Fourth, literacy is a characteristic of certain social groups or cultural groups. Like language, literacy is a variation of cultural practices owned by various social entities ⁷.

Paul Gilster stated that digital literacy is the ability to understand and use information from various digital sources. He stated that digital literacy is the ability to use technology and information from digital platforms effectively and efficiently in various forms, such as academics, careers, and daily life. Hague also said that digital literacy is the ability to create and share in different formats; to create, collaborate and communicate more effectively, as well as to understand how and when to make good use of digital technology to support the process ⁸.

There are several levels of competence that refer to digital literacy capacity, including: (1) *Basic Level* where individuals have limited basic media utilization capacity. Users know the basic functions of media and utilize them for specific purposes. Users have limited capacity to critically analyze information and have limited communication capacity, (2) *Individual Medium Level* has

⁵ Komang Sujendra Diputra, Ni Ketut Desia Trisiantari, and I Nyoman Laba Jayanta, 'Gerakan Literasi Digital bagi Guru-Guru Sekolah Dasar', *Journal of Character Education Society*, 3.1 (2020), 118–28.

⁶ Nani Pratiwi and Nola Pritanova, 'Pengaruh Literasi Digital Terhadap Psikologis Anak dan Remaja', *Semantik*, 6.1 (2017), 11–24 (p. 11).

⁷ Sri Fatikha Khoeriyah, 'Pengembangan Literasi Digital untuk Meningkatkan Kemampuan Membaca', in *Social, Humanities, and Educational Studies (SHES): Conference Series*, 2020, III, 690–95 (p. 690).

⁸ Indah Kurnianingsih, Rosini Rosini, and Nita Ismayati, 'Upaya Peningkatan Kemampuan Literasi Digital Bagi Tenaga Perpustakaan Sekolah Dan Guru di Wilayah Jakarta Pusat Melalui Pelatihan Literasi Informasi', *Jurnal Pengabdian kepada Masyarakat*, 3.1 (2017), 61–76 (p. 61).

an intermediate level in media use, knows the function of media more deeply and is able to operate media more complexly. Viewers know how to obtain and evaluate the information they need and can evaluate information search strategies. Users actively produce content and participate socially. (3) *The Advanced level* of the individual is very skilled in the use of media and is aware of the ethics and legal consequences for its users. In people's lives, users are expected to be able to encourage group cooperation to solve a problem⁹.

The implementation of digital literacy in learning has three aspects, namely: *Access learning content*, through an LMS (*learning management system*) designed by teachers in the form of an e-module that can be accessed through *Flipbook*. *Digital literacy as a learning tool*, which invites students to explore using visual media, model replication, branch literacy and information literacy in the material "Funeral Arrangements". *Communication tool between and teachers* by utilizing *platforms; whats App groups, and zoom meetings*. The similarity with this research is in the focus on the use of digital literacy media in learning, as well as the research method used, namely qualitative, while the difference in the research that the author will conduct is the application of digital literacy programs in developing the quality of graduates in schools¹⁰.

The implementation of digital literacy in learning will be optimal with *Digital Competence* planning; *information* competence, *communication* competence, *content-creation* competence, *social emotional* competence, and *problem-solving* competence. The implementation of digital literacy in PAI learning is optimal with the integration of digital competencies in the material. The implementation of digital literacy in learning is categorized as optimal through teacher interviews and student responses of 79.15% (optimal). The success of the implementation of Digital Literacy is inseparable from the supporting factors of digital literacy in learning, namely: a literacy school vision, internet facilities, *a free wifi* library, a 2-room computer lab, ICT/IT cross-interest subjects in the 2019/2020 school year. Meanwhile, the inhibiting factor is low student motivation, limited internet access. The similarity with this research is in the background of low digital literacy of students and the research methods used, namely qualitative, while the difference in the research that the author will conduct is the implementation of digital literacy programs for all classes in schools, especially to improve the quality of graduates in educational institutions¹¹.

Digital literacy in Islamic Religious Education learning includes improving skills in using digital media as a means of learning, to access information and search for information from the internet and activities in it, used as a means of communication in the delivery of learning materials, used to evaluate and filter various sources of information in learning. Strategies to increase digital literacy in Islamic Religious Education learning at SMKN 3 metro include; strengthening character and responsibility in using digital media as a means of learning, habituation to read and use digital media in the teaching and learning process, preparing learning links, using applications in learning. The similarity with this research is that both seek information

⁹ Yolanda Presiana Desi, 'Gerakan Literasi Digital Berbasis Sekolah: Implementasi dan Strategi', *Jurnal Ilmu Komunikasi*, 17.1 (2020), 51–59 (p. 51).

¹⁰ Mustika Ayu, Iin Kandedes, and Sururin Sururin, 'Implementasi Literasi Digital pada Pembelajaran Fikih di MAN 1 Aceh Barat', *Al-Ulum: Jurnal Pendidikan Islam*, 3.3 (2022), 261–69.

¹¹ Riki Melani, 'Optimalisasi Implementasi Literasi Digital pada Pembelajaran PAI: Studi Deskriptif di SMAN 1 Nagreg Kabupaten Bandung' (UIN Sunan Gunung Djati Bandung, 2019).

about the management of digital literacy programs and the research methods used, namely qualitative, while the difference lies in the educational institution being researched, research by SA at State Vocational Schools while the author's research place is in school institutions¹².

The level of digital literacy of students in information competence is quite high, the level of digital literacy of students in communication competence is quite high, the level of digital literacy of students in content creation competence is quite low, and the level of digital literacy in security competence is quite high. Students' internet behavior is at risk of misuse of personal data, exposure to pornographic content, personal safety, and *cyberbullying*. There is a significant negative influence between digital literacy on risky internet behavior^{13, 14}.

Significant influence between digital literacy and Islamic information literacy on learning outcomes. The similarity with this research is in terms of using digital literacy as a research study, while the difference is from the research method and *the background* of the educational institution that is used as a research place. The research method used by HS is quantitative, while the author uses qualitative, as well as State High School educational institutions, while the author is a School institution.

RESEARCH METHODS

The research method used in this study is qualitative research, using a case study approach. The data sources in this study come from the results of observations, documentation studies and interviews conducted at SMP Plus Ulil Albab Cirebon related to the digital literacy program in developing the quality of graduates which includes primary and secondary data sources. Data collection in this study used observation, interviews, and documentation studies. The sampling technique used in this study is *purposive sampling*.

In the author's data analysis, the author uses the Miles and Huberman analysis which includes; data collection, data reduction, data presentation and data verification. In the final part of the data, its validity was tested using *credibility, transferability, dependability, and confirmability*.

RESULTS AND DISCUSSION

A. Digital Literacy Program Planning in Developing the Quality of Graduates at SMP Plus Ulil Albab Cirebon

Planning plays a crucial role in determining the next steps to manage activities. The success of a program depends heavily on the quality of planning, as planning serves as a guide for subsequent processes, establishing the steps that need to be taken to achieve the goals that have been set. When the plan is carefully prepared, it creates clear guidelines for the steps to be taken, providing a well-defined direction for all efforts to achieve the desired

¹² Sri Astuti, 'Strategi Peningkatan Literasi Digital dalam Pembelajaran Pendidikan Agama Islam di SMKN 3 Metro' (IAIN Metro, 2021).

¹³ Mustamid Mustamid and Nofica Andriyati, 'Literasi Digital dan Pengaruhnya dalam Pencegahan Perilaku Online Berisiko pada Siswa Sekolah Dasar Usia Remaja Awal di Provinsi DI Yogyakarta', *JPGMI (Jurnal Pendidikan Guru Madrasah Ibtidaiyah Al-Multazam)*, 8.2 (2022), 170–81.

¹⁴ Adityar Adityar and Muhammad Iqbal Sultan, 'Digital Natives at Risk: Exploring Adolescents' Engagement in Risky Online Activities in Makassar', *Al-MUNZIR*, 2025, 63–84.

goals.

The digital literacy planning discussed in this study is a structured plan to ensure that the implementation of learning activities runs effectively. Although it is not as comprehensive as the planning that is generally carried out by business entities such as companies and financial institutions, this stage is still a crucial step that must be taken by the management of educational institutions at SMP Plus Ulil Albab Cirebon.

Based on the results of an interview with the principal on October 16, 2023, the digital literacy program at SMP Plus Ulil Albab Cirebon is an initiative focused on developing understanding and skills in the field of information technology for students and teachers. Starting in 2016, this program continues to undergo evaluation and improvement until it achieves the implementation of the digital literacy curriculum from

Ministry of Communication and Information and Ministry of Education and Culture in 2021. Planning digital literacy activities at SMP Plus Ulil Albab involves important steps, including the formulation of activity goals and objectives, the selection of programs that support the achievement of these goals, the determination of resources related to the program, such as activity implementers, participants, infrastructure, cost budgets, and scheduling the time and place of activities. Continuous evaluation is carried out to ensure that this program can provide maximum benefits in improving digital literacy understanding and skills for all parties involved in SMP Plus Ulil Albab Cirebon.

The planning of the digital literacy program at SMP Plus Ulil Albab Cirebon began with a SWOT analysis. This analysis includes an evaluation of the school's strengths and weaknesses, allowing the school to formulate a strategy in carrying out planned digital literacy activities. With careful planning, digital literacy activities can be carried out according to the initial plan. After the SWOT analysis, the next step is to set the program's objectives, among other things, to prepare students to be familiar with the use of computers and understand various technological terms when they graduate. The main point of this goal is to improve the quality of graduates and ensure that paraalumni can adapt to technological developments. In line with the vision and mission of SMP Plus Ulil Albab Cirebon, this digital literacy program aims to support the development of the quality of graduates.

Furthermore, the researcher obtained information about the purpose of the digital literacy program through an interview with the Principal, Sri Wahyuni, SE. The purpose of this computer training program is to improve computer use skills in students, especially for those who will soon graduate. In the current era, the helplessness of technological developments can make it difficult for us, therefore, it is necessary to prepare digital literacy programs, especially for students who are in the adolescent stage. In addition, it is necessary to maintain a balance between spiritual learning and knowledge about the positive and negative consequences of the use of internet media and the like for their development.

Based on information obtained from authoritative sources, the initial planning of the digital literacy program at SMP Plus Ulil Albab Cirebon began by conducting a SWOT analysis of the program. This analysis aims to determine the purpose of the activity, which is to provide understanding and learning in the field of computers to students, especially those in the final class who will soon graduate. The main goal is to improve the quality of graduates

at the educational institution, which is in line with the vision and mission of SMP Plus Ulil Albab Cirebon. After formulating the program objectives through a SWOT analysis, the next step is to choose the digital literacy program to be implemented. The digital literacy program at SMP Plus Ulil Albab is in the form of digitalization training activities for students, with a curriculum prepared based on four digital literacy modules from the Ministry of Communication and Information and the Ministry of Education, which was published in 2021. The team that prepared the digital literacy program of SMP Plus Ulil Albab made modifications to suit the needs and availability of resources at the school. The curriculum content of the digital literacy program at SMP Plus Ulil Albab is divided into several learning materials, including:

1. Digital Skills

Digital skills are the ability of individuals to know, understand, and use ICT hardware and software as well as digital operating systems. Some of the components of digital media proficient learning materials are as follows:

a. Digital Literacy and *Digital Skills*

Digital literacy is not only about mastering technology, but also involves productive mediation skills in interacting with digital media. Digital skills are the basis of digital literacy, located in the informal realm of individuals. Digital culture, as digital citizenship in Indonesia, is in the realm of collective formal with the application of digital skills to comply with state norms. Digital ethics as a guide to behavior is in the collective informal realm, while digital safety, which involves positive legal instruments, lies in a single formal realm. Digital literacy involves these aspects, so that individuals can not only operate devices, but also interact responsibly with digital media.

b. Landscape Digital

In the context of digital literacy, it is important to understand two key aspects of digital skills, namely hardware knowledge and understanding of software operation. Personal computers, such as desktops, laptops, netbooks, and tablets, are common pieces of hardware that allow access to the digital world. Desktops offer advantages in improved performance, while laptops have advantages in portability. Netbooks are more affordable but have limitations. Tablets are a portable option with touch screens, but they may be limited in operating some apps.

c. Information Search Engine

To explore the internet better, competence is needed in accessing, selecting, understanding, analyzing, verifying, evaluating, participating, and collaborating in producing information. These digital competencies become guidelines and standards for individuals in activities in the digital world, supporting various fields such as education, professions, business, and social life.

Information search engines, such as Google, Yahoo, and Bing, play an important role in searching for information on the internet. Although many think they search the entire website automatically, they actually do a search based on the database or list of websites it has. The process involves searching, indexing, and ranking before

presenting the required information.

d. Conversational and Social Media Apps

Conversational apps and social media have an important role to play in the development of technology, but their use without competence can cause problems. User competencies include access, selection, understanding, analysis, verification, evaluation, distribution, production, participation, and collaboration. Of the ten competencies, seven are directly related to conversational applications, such as access, selection, understanding, verification, production, distribution, participation, and collaboration.

Access becomes a basic competency because the user's inability to access the application can hinder its use. Conversation access can be obtained individually or at the suggestion of a specific group. The freedom to access the application needs to be balanced with an understanding of the preparation, including internet access, terms of use, account creation, and access methods.

Conversational applications, such as WhatsApp, Telegram, Google Meet, and Zoom, are at the forefront of online communication in the formats of textual messages, voice calls, voice messages, and video calls. In the face of false information, it is important to verify the source of the information, understand the intent of the information, and be careful in spreading the message.

e. Talk in digital media

People who are proficient in digital media are recognized as having the ability to recognize, understand, and use hardware and software in the digital environment, including information search engines, conversational applications, social media, as well as digital wallet applications, marketplaces, and digital transactions. This digital skill involves understanding the various hardware and software that make up the virtual world. In addition, optimizing the use of digital devices, especially software, is considered a protective measure against cyberattacks.

In the context of information search engines, digital skills include the ability to access a wide range of available search engines. Although most internet users are used to using search engines from various devices, data on information search behavior in Indonesia as of April 2023 shows that the quality and benefits of information obtained are often not comparable to those widespread uses¹⁵. One of the challenges is the emergence of hoaxes that are still threatening.

Table 4.3 Digital Skills Indicators and Sub-Indicators

Indicator	Sub-Indicators (Competence)
Basic knowledge of the digital landscape–internet and cyberspace.	Know the types of hardware and software (devices and protection features).
	Understand the types of hardware and software (devices and protection features).

¹⁵ Andi Dwi Riyanto, 'Hootsuite (We Are Social): Indonesian Digital Report 2022', 2022.

Basic knowledge of information search engines, how to use and select data.	Know the types of information search engines, how to use and sort data.
	Know how to access and sort data in information search engines.
	Understand the types of information search engines and their uses.
Basic knowledge of conversational apps and social media.	Know Types conversational apps and social media.
	Know how to access conversational apps and social media.
	Know the various features available in conversation applications and social media.
Basic knowledge of digital wallet apps, marketplaces, and transactions digital.	Know the types of digital wallet applications, marketplaces, and digital transactions.
	Know how to access apps digital wallets, marketplaces, and digital transactions.
	Understand the features available in digital wallet applications, marketplaces, and digital transactions.

2. Digital Culture

Digital culture involves the ability of individuals to understand, decipher, and build national insights, Pancasila values, and Bhinneka Tunggal Ika in daily life. The learning materials include strengthening the character of the nation through education, internalizing the values of Pancasila and Bhinneka Tunggal Ika as digital citizens, digitizing culture and information communication technology, digital rights, and digital communication culture in Indonesian society. Digital expertise involves an understanding of hardware, software, and the use of the internet for the development of national culture. The internalization of the values of Pancasila and Bhinneka Tunggal Ika in digital life is explained through the concept of digital skills and competencies which include value understanding, content production, content distribution, active participation, and active collaboration. In addition, the discussion included the digitalization of culture, digital rights, and digital communication culture in Indonesian society. Cultural diversity, appreciation for multiculturalism, and understanding of Indonesia's uniqueness are important aspects of digital communication culture. The right approach is needed, including multiculturalism education, literacy synergy, and normalization through digital media to increase public understanding and acceptance of these values.

3. Etis bermedia digital (*Digital Ethics*)

Digital Ethics involves the ability of individuals to understand, exemplify, and develop digital ethical governance in daily life. The learning materials include aspects of digital media ethics, the challenges of digital society's netiquette, being aware of negative content, and meaningful interactions in the digital space. Digital media ethics discusses moral principles in activities in digital media, looking at traditional and contemporary media, and paying attention to awareness, integrity, responsibility, and virtue values in

interacting and participating in the digital space.

The challenge of netiquette in the digital society discusses the difference between ethics and etiquette, with netiquette involving manners in the internet, including rules and norms of behavior on digital platforms. Netiquette is important to maintain healthy and positive interactions in online communities, with a focus on digital literacy. Beware of negative content discusses digital ethics as a guideline for making the right choices in behavior in the digital world. This includes respecting human rights, countering negative content such as hoaxes, online bullying, pornography, and hate speech, and participating in building a healthy and responsible digital society.

Meaningful interaction in the digital space discusses the process of social interaction in social media, its complexity, and its impact if not managed properly. Issues of privacy, copyright, pornography, online violence, and other ethical issues are discussed in the context of interaction in digital media. The importance of improving competencies related to interaction, participation, and active collaboration in the digital space is emphasized.

4. Aman bermedia digital (*Digital Safety*)

Digital Safety is an individual's ability to recognize, protect, and increase digital security awareness. One of the main aspects of learning digital ethics is the safety of yourself and others in the digital space. Even though the service provider has provided security features, users remain vulnerable to fraud and data theft. Digital security involves not only data protection, but also digital identity and online behavior. Digital device protection is important to prevent malware threats, and an understanding of digital identity and personal data is crucial in maintaining privacy. Cybercrime, digital fraud, and child safety challenges on digital platforms are the focus to improve digital literacy and online protection. Managing a digital footprint and understanding its impact on children's digital reputation and safety is a proactive step. Challenges involve increasingly diverse protections, the complexity of protecting digital identities, the rise of digital fraud, the negative impact of track records, and the expansion of digital services for challenging children. Collaboration between users, industry, and regulations is considered key to creating a safe and convenient digital environment.

B. Organizing Digital Literacy Program in Developing the Quality of Graduates at SMP Plus Ulil Albab Cirebon

The organization of the digital literacy program at SMP Plus Ulil Albab is carried out by involving school leaders, school committees and the Principal as coaches, advisors and responsible for the digital literacy program. Sri Wahyuni, SE revealed that the organization of the digital literacy program at SMP Plus Ulil Albab is adjusted referring to the essence of an organization, which lies in the grouping of all tasks, responsibilities, authorities and components in the cooperation process so as to create a good work system in order to achieve the goals that have been set. The same thing was shown by the management team of the SMP Plus Ulil Albab Cirebon program in the implementation of each activity it is necessary to arrange and form an organization of the program.

Next, the data obtained from the program coordinator emphasized that the organization

of the digital literacy program at SMP Plus Ulil Albab Cirebon was carried out by holding a meeting first before the implementation of digital literacy activities began and dividing tasks according to what was needed.

The organizing process carried out by the junior high school digital literacy team Plus Ulil Albab is relevant to what Handoko conveyed in Husaini Usman, which states that organization is the determination of resources and activities needed to achieve organizational goals, the process of designing and developing an organization that will be able to bring these things towards goals, assignment of certain responsibilities, and delegation of necessary resources to individuals to carry out their duties¹⁶. So Organizing is the process of dividing work into smaller tasks, assigning tasks to people according to their abilities, allocating resources and coordinating them in order to effectively achieve organizational goals¹⁷.

After the organization's plan in the form of goals has been well documented, the next step is to make various arrangements that are very technical in nature to implement the existing goals by empowering all members in the organization to be proactively involved in carrying out the plan. In order to form a harmonious and non-overlapping work atmosphere and to better understand the role of each other, it is necessary to make arrangements firmly and clearly so that who does what and who is responsible, this process is said to be organized. The term organization has two general meanings. First, an organization is defined as an institution or functional group. Second, it refers to the organizing process, namely how work is organized and allocated among members, so that organizational goals can be achieved effectively. Meanwhile, the organization itself is defined as a collection of people with a system of cooperation to achieve common goals. The characteristics of the cooperation system can be seen, between the communication between people who work together, then the individuals in the organization have the ability to work together, and the cooperation is aimed at achieving goals¹⁸.

C. Implementation of digital literacy programs in developing the quality of graduates at SMP Plus Ulil Albab Cirebon

The implementation stage is a decisive part of an activity, because the implementation stage is the execution of a series of pre-planned activities, whether it is able to be accepted or not by the target object. In this step, SMP Plus Ulil

Albab Cirebon made a design of digital literacy activities, both from the presenters, the program schedule and the scope of the material which will later be accepted by students at SMP Plus Ulil Albab Cirebon.

The first step taken in this implementation process is the provision of directions, orders and tasks to all speakers which are carried out directly by the Principal assisted by the program coordinator to carry out digital literacy learning for students. According to the Principal of SMP Plus Ulil Albab Cirebon, Agus Taufik Wibowo, S.Pd.I, those involved in delivering material in digital literacy activities are computer teachers who are competent in

¹⁶ Husaini Usman, *Manajemen: Teori, Praktik, dan Riset Pendidikan Edisi 4* (Bumi Aksara, 2022), p. 34.

¹⁷ Fatah Syukur, 'Manajemen Pendidikan Berbasis pada Madrasah', *Semarang: Pustaka Rizki Putra*, 2011, p. 56.

¹⁸ Marno and Triyo Supriyatno, *Manajemen dan Kepemimpinan Pendidikan Islam* (Refika Aditama, 2008), p. 34.

their fields to provide *digital skills* and *digital safety* materials and especially senior teachers who teach aspects of *digital culture* and *digital ethics*. He also added that according to Mr. Agus, all teachers or tutors are required to fill in the learning agenda to facilitate the control or supervision of digital literacy programs.

Meanwhile, Mrs. Wiji Astuti, S.Pd as a teacher of the digital literacy program at SMP Plus Ulil Albab said that at the implementation stage there were many things that were outside of planning, such as technical obstacles such as equipment damage, sometimes also power disconnections and others, it made us have to have a backup program that we could apply at any time. The imbalance between the number of computer equipment owned and the number of students is also some of the obstacles that often occur in the field. The most important thing is to carry out the program as best as possible as scheduled or planned. Furthermore, Mrs. Wiji Astuti, S.Pd also said that regarding the implementation time, some are during school KBM hours, some are outside school KBM hours. Adjust to the type of material that has been scheduled. Likewise for places, there are those in computer laboratories and there are also outdoor places for cultural and digital ethics materials. To increase knowledge and skills in the field of digital literacy, seminars or workshops with the theme of digital literacy are also held, usually there are speakers who are presented according to the theme of the activity carried out. This is an effort to maximize the digital literacy program. In addition, there are several competitions that we participate in to increase and test the insights and *skills* of our children, some at the district, provincial and even national levels. Hopefully, these efforts will be able to further develop students' digital literacy skills, especially for final grade students who will graduate.

The implementation of the digital literacy program at SMP Plus Ulil Albab Cirebon is briefly divided into two focus activities, namely *computer skills* training and *knowledge* or insight about computers. For computer skill competencies, it is divided into two activities, namely computer training, while for knowledge or insight competencies include three main materials, namely digital culture, digital ethics and digital security.

Based on the results of interviews from the speakers and the documentation study above, the researcher found that the implementation of the digital literacy program has been running well, but there are several obstacles and limitations, but this does not dampen the enthusiasm of teachers to continue to carry out digital literacy programs for students at SMP Plus Ulil Albab Cirebon. They have anticipated various obstacles that will occur in the field accompanied by several solutions that can temporarily cover the various shortcomings and obstacles that occur. According to the researcher, the implementation of digital literacy activities has been going well, referring to and adjusting to the four pillars of digital literacy launched by the Ministry of Communication and Informatics, namely *digital skills*, *digital safety*, *digital culture* and *digital ethic*, because indeed the four pillars of digital literacy are very necessary to be applied and taught to students who have *social backgrounds and backgrounds* education that differed at the previous level of education.

The implementation of digital literacy carried out by the Principal of SMP Plus Ulil Albab is relevant to several expert opinions regarding the meaning of *actuating* or directing,

including¹⁹: According to Manullang, directing is a management function related to efforts to provide guidance, suggestions, orders, or instructions to subordinates in carrying out their respective duties, so that tasks can be carried out properly and are truly focused on the goals that have been set. According to Suharsimi Arikunto, briefing is an effort made by the leadership to provide explanations, instructions and guidance to the people who are his subordinates before and during carrying out their duties. From some of the definitions above, researchers can conclude that the meaning of *actuating* is how a manager or leader is able to provide guidance and motivation to his subordinates in order to achieve predetermined goals. The digital literacy activity at SMP Plus Ulil Albab Cirebon was directed directly by the Principal and then continued by the program coordinator by referring to the planning stages and division of tasks at the previously determined organizing stage.

SMP Plus Ulil Albab Cirebon held student digital skills training through mandatory computer courses for grade IX students and optional courses for all students. Course materials cover basic knowledge of computer hardware and software, including applications such as Microsoft Office, Video Editing, and graphic design. In addition, they also improve students' digital literacy through three main materials: Digital media culture, digital media ethics, and digital media safety. The implementation of digital literacy activities is considered successful in terms of the speakers, program schedule, and the scope of the material presented. The management of implementation and direction by the Principal of SMP Plus Ulil Albab is also considered effective, reflecting the role of a driving force in the organization and providing encouragement to all members to achieve the set targets and standards.

D. Supervision of Digital Literacy Programs in Developing the Quality of Graduates at SMP Plus Ulil Albab Cirebon

Regarding the supervision carried out by SMP Plus Ulil Albab Cirebon in supervising and evaluating digital literacy activities participated by SMP Plus Ulil Albab Cirebon students, through interviews and data obtained by researchers from the Principal of SMP Plus Ulil Albab Cirebon, Mrs. Sri Wahyuni, SE that the supervision carried out is by monitoring all digital literacy activities, Both direct and data-based monitoring, in the form of a list of student and tutor attendance, classroom learning agendas and the results of simple digital literacy.

The supervision process is actually very important to be carried out, especially for the Principal not to want any mistakes or unwanted things to happen, such as students using computer devices not according to the instructions for their operational procedures, there are also those who do not want to end when the computer learning hours have ended, this indicates positive and negative effects. It could be that the student is motivated to always learn, or it can even be addicted to various entertainment and toys obtained from the digital literacy learning. We usually use the results of supervision as guidelines for program improvement in the next semester or year. However dynamic and fast-moving technology,

¹⁹ Syamsuddin Syamsuddin, 'Penerapan Fungsi-Fungsi Manajemen dalam Meningkatkan Mutu Pendidikan', *Idarah*, 1.1 (2017), 338000 (pp. 3–4).

which is currently being studied and taught, may feel a bit foreign in the future.

One of the forms of supervision is in the form of increasing the capacity of tutors in digital literacy programs by holding or participating in various seminars, training, and workshops to increase the capacity of tutors in the field of digital world. This is important to do as an effort *to upgrade the coaching team* so that it is always *updated* with various advances and developments in information technology flows. Furthermore, Mr. Agus Taufik said that at the end of each year, the digital literacy program management team prepares an accountability report to be submitted to the principal which will also be forwarded to school leaders and school committees. From this report, it is hoped that it can be a joint evaluation material for various forms of routine activities and the development of digital literacy programs at SMP Plus Ulil Albab Cirebon.

According to the researcher, the entire series of supervision activities for the digital literacy program at SMP Plus Ulil Albab have been running optimally, each leader has carried out his functions related to supervision, be it the Principal, School Committee and School Leader. However, this supervision must be pursued carefully and with a sense of responsibility so that the leadership will obtain accurate information, such as sudden inspections so that more concrete evidence will be obtained from the reality that occurs in the field. No matter how well an activity is carried out, the regularity of coordination carried out in an organization if all of it is not done with control efforts, the goals to be achieved will not be achieved perfectly. This control activity is carried out to find out the performance of an institution that has been carried out in accordance with the original plan, as well as to find out the results that have been achieved in a certain time. Another thing that the researcher also conveyed is that at the evaluation stage only focuses on teachers or program tutors, not reaching to learning evaluations to test the competencies that have been obtained by students, it will be very important if the results of the evaluation of these students are used as material for improving digital literacy programs to develop the quality of graduates in educational unit institutions.

CONCLUSION

The planning of the digital literacy program in developing the quality of graduates at SMP Plus Ulil Albab Cirebon is carried out through the formulation of a SWOT analysis first regarding the strengths, weaknesses, challenges, and obstacles before the start of the program, the next step is followed by the selection of the program and the tutor or person in charge and the schedule of activities. Next, an analysis of various resources related to the digital literacy program was carried out. In organizing the digital literacy program, it is carried out by holding a coordination meeting for the digital literacy program and dividing tasks according to what is needed. The results of this meeting are to determine the organizational structure of the program which is always adjusted to the needs of each semester, looking at and choosing competent individuals according to their fields.

Furthermore, the implementation of the digital literacy program in developing the quality of graduates at SMP Plus Ulil Albab Cirebon is carried out in accordance with the planning that has been determined and carried out by the persons in charge and all parties involved in SMP

Plus Ulil Albab Cirebon. The implementation of digital literacy activities is adjusted to the four pillars of digital literacy launched by the Ministry of Communication and Informatics, namely *digital skills*, *digital safety*, *digital culture* and *digital ethics*. Meanwhile, supervision of literacy programs is carried out by school principals through direct and data-based monitoring. Efforts are also made to increase the capacity of tutors by holding or participating in seminars, training, and workshops, and the preparation of accountability reports by the program management team. The results of the supervision of the digital literacy program are used as a benchmark and material for planning and developing digital literacy programs in the following year.

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